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FIRST

**WORKBOOK
WITHOUT
ANSWERS**

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Claire Wijayatilake

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S LET'S TALK

GRAMMAR

1 Put the verb in brackets at the end of each sentence into the past simple, present perfect simple or present perfect continuous.

- 1 you ever someone from another country? (*meet*)
- 2 My cousins since January. They're due home next week. (*travel*)
- 3 I Jack the other day. He's working as a teacher in our local secondary school. (*see*)
- 4 I never bungee jumping but I hope to one day. (*try*)
- 5 You look exhausted. What you ? (*do*)
- 6 I to their new album yet. Is it any good? (*listen*)
- 7 Dominic French and German when he was at school. (*study*)
- 8 I Ella for about ten years. (*know*)
- 9 I her an email two weeks ago and she still (*send*) (*reply*)
- 10 Someone my dinner! Half of it is missing. (*eat*)

2 Complete the sentences with the comparative or superlative form of the adjective in brackets.

- 1 In my opinion, English is (easy) to learn than French.
- 2 This is (good) film I have ever seen!
- 3 She is (confident) in using technology than I am. I'm hopeless!
- 4 Tom is (tall) Max. They're both 1.74 m.
- 5 It feels (hot) today than it was yesterday.
- 6 That was (relaxing) holiday I have ever been on.
- 7 I thought the second series was (bad) than the first.
- 8 New York and London are both wonderful cities but Madrid is (beautiful) of the three, in my opinion.

VOCABULARY

Match the speakers (1–5) with the most appropriate adjective in the box.

annoyed delighted disappointed shocked worried

1

I actually passed. I'm so happy because I worked really hard for these exams and now I can go to the university I really wanted!

2

I've been waiting here for almost two hours. I'm now late for my next seminar and all I wanted to do was get a signature for this document.

3

Did you see the series finale!? I still can't believe how it ended. I really didn't see that coming, to be honest.

4

I'm really nervous about my driving test next week. I've practised a lot but I still don't think I'm ready for it.

5

I know I didn't do too well in the interview, but I thought they might still offer me the job. It's sad but I will continue to apply for other roles.



LISTENING



02 You will hear five learners of English talking about difficulties they have faced with communication. For each speaker, choose a problem A–H. There are three letters you do not need to use.

- 1 Speaker 1
 - 2 Speaker 2
 - 3 Speaker 3
 - 4 Speaker 4
 - 5 Speaker 5
-
- A The speaker found British English difficult to understand.
 - B The speaker did the wrong kind of preparation for his/her overseas trip.
 - C The speaker's classmates were not interested in learning.
 - D The speaker had not studied much grammar before.
 - E The speaker lacked confidence because he felt his/her English was not perfect.
 - F The speaker relied too heavily on translation from his/her mother tongue.
 - G The speaker's teacher was too strict.
 - H The speaker mixes up different varieties of English.

WRITING

Read this story about a girl called Anya, whose family gave up communication technology for a month. Complete each gap with a word or phrase from the box.

anyway as long as as you can imagine in theory
looking back not even on the bright side secretly

Two years ago, when I was 14, my parents decided to sign our family up for an experiment which would be made into a reality TV series. What we would have to do is survive for a whole month without access to our usual communication devices. We would have no phones – (1) a landline – no radio, TV or computers. It was during the summer holidays so, (2) , there was no reason why we couldn't live without those things – there was no homework to do for school. We could go to the local shop and we were allowed to buy a newspaper every day. Books were allowed, but not magazines.

I was not that keen on taking part, but (3) I was hoping I would be talent-spotted and it would lead to a brilliant career in television. My older brother, Marcus, was not that bothered as all he ever did was read books (4) My sister, Molly, was too young to care. (5) she had her toys and her pet rabbit to play with she was fine. Mum and Dad were always telling me to 'get off that phone!' and they were the ones who applied to take part.

Anyway, (6) , it was quite a challenge for me! I was so used to googling everything that came into my head, playing games on my phone for hours and chatting to my friends that being without technology was like losing a part of my body. (7) , the weather was great that summer so I spent a lot of time outside. I took up running and got really fit. I cycled over to my friends' houses as I couldn't call them to meet up in town. I read about five novels and really enjoyed the feel of an actual book in my hand. So, (8) , it was not as bad as I had expected. Would I want to live like that all the time? Definitely not!





Artificial intelligence and language learning

As a language student, you have probably used artificial intelligence in numerous ways. You may have taken an adaptive placement test to join your class or practised your grammar with the help of an online learning platform. However, you have probably felt the limitations of relying solely on technology for feedback on your progress, particularly when it comes to the productive skills of speaking and writing. How far can a computer help you with those?

If you are studying English – or any other language – in a class with a teacher, the chances are you have been asked to give a presentation to the rest of the class. It is also likely that the presentations you have given have been followed by feedback, first from the other students and then from your teacher. Hopefully, this was a positive experience for you. However, you may have felt that the feedback was either inaccurate

or too subjective. Perhaps your classmates did not want you to feel bad, so they said you were amazing, or you did not agree with your teacher that you ‘failed to engage your audience’. What if there were a computer programme that could give you a completely objective reaction to your presentation? How would it work and would you trust it?

When we give a presentation – whether in business, in class or for some other purpose – we always hope for a positive reaction from those listening to us. We want our audience to really listen, trust us, engage with us and act on what we have said in some way – maybe to change their way of thinking or to buy our product. Extensive research has helped us understand the ways in which speakers can influence an audience’s reaction to them. These include the content of our talk, our body language and how we use our words and voices. Machines can now be